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ABSTRACT

Materials contained in this career education implementation booklet (one in a series of seven) suggest ways of conceptualizing and designing curriculum, motivating and training staff, and organizing local field testing. Major topics discussed are the following: conceptualizing and designing curriculum (career development as a conceptual framework, a developmental K-12 scope and sequence, student learning objectives); incentives for staff involvement (teachers as curriculum developers, as field testers, and as curriculum users; linking curriculum to staff development, career learning centers and community participation); and dissemination activities. Appendixes contain forms for a curriculum development and planning unit and for a summary record of field testing. (TA)

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CAREER EDUCATION DISSEMINATION PROJECT
IMPLEMENTATION BOOKLET #2

CURRICULUM DEVELOPMENT

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1977
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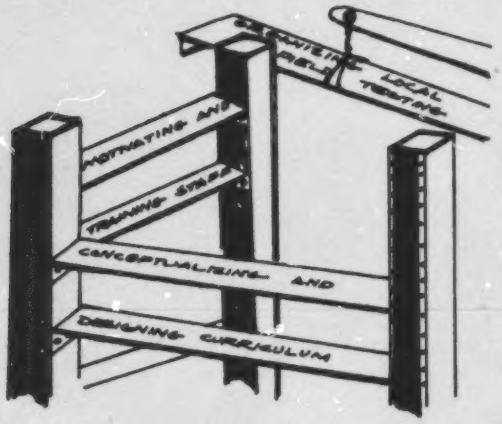
BOOKLET #2 - CURRICULUM DEVELOPMENT

OVERVIEW

Generating curriculum change across a school system is not an easy task. Various curriculum reform movements have been attempted in education including such examples as progressive education, core curriculum and disciplinary efforts in such areas as science, math, and social studies. Some of these curriculum change efforts have been moderately successful in influencing educators, others have had little effect. Career education will require more of a conceptual framework as well as a more structural design and include teacher training if it is to have lasting impact on schools and students. This implementation booklet will suggest ways of conceptualizing and designing curriculum, motivating and training staff, and organizing local field testing. All three of these components are required for making a lasting curriculum impact.



CONCEPTUALIZING AND DESIGNING CURRICULUM

New curriculum needs to be tied into past curriculum is some way logical to experienced teachers. Criteria for new curriculum includes transferability, an easy to perceive relationship to general education and understandability to teachers.

Career Development as a Conceptual Framework

The research and theorizing about career development provides a structure for designing career education curriculum. The following chart contrasts the traditional matching view of career planning with a developmental approach.

APPROACHES TO CAREER DEVELOPMENT

TRADITIONAL	MODERN	IMPLICATIONS FOR PRACTICE
Focus on choice	Focus on process	Awareness of serial nature of careers, roles of choice process
Matching	Exploration of self, paid and non-paid work in meaningful way	Broadening an individual's perspective, not narrowing
Trait and factor	Total concern for personality development	Variety of exploratory experiences over a period of time
Static individual & environment	Changing nature of individual and environment	Measurement and interpretation of traits blended with comprehensive concern about total person & self concept
Logical analysis	Psychological or psycho-social aspects of self and work	Focus on awareness of change in individual and society
Point in time	Developmental, life long; series of choices and decisions	Direct & vicarious exposures to occupational-educational information
		Awareness of alternate life styles
		Consideration of influence of social class and opportunity structure
		Concept of "Planfulness" and sense of control over one's own life
		Exposures & experiences at different stages of an individual's environment
		Focus on developmental tasks
		Concept of career maturity

The basic concept assumptions underlying career education (Hoyt, 1975) include: a life-long developmental process, work as purposeful activity, alternative work meanings and values, career education for everyone, work includes contributions to self and society, freedom to choose and lay-person contributions.

Three basic themes of a comprehensive model program seem to emerge from the Policy Paper:

1. Career education is a developmental process.

2. Career education is for everyone and can be contributed to by many.

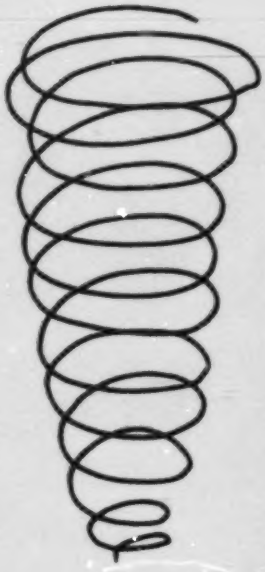
3. Career education needs to concern itself with a broad concept and value system of work as purposeful activity.

A Developmental K-12 Scope and Sequence

Roseville's K-12 career education program efforts both in adult programs through community education, and in student learning activities, reflect a developmental program of career education.

The curriculum development is best conceptualized as a spiral spring with all of the five student learning objectives recurring at each grade level, K-12, and with emphasis and content changes at each development stage:

Spiral Spring of Developmental Goals



Grade Level	Goals
14	Self and Interpersonal Relations
13	Life Roles
12	Career Planning and
11	Decision-Making
10	Work Meanings and Values
9	
8	Self and Interpersonal Relations
7	Life Roles
6	Career Planning and
5	Decision-Making
4	Work Meanings and Values
3	
2	Self and Interpersonal Relations
1	Life Roles
K	Career Planning and
Preschool	Decision-Making
	Work Meanings and Values

Career development can be defined as a life long process of self concept growth achieved through assuming a variety of purposeful life roles. Purposeful life roles can include that of a family member, student, paid worker, volunteer, and other non-paid work roles. Work is defined to include conscious effort to benefit self and others and can be paid or unpaid. By defining career much broader than paid work and defining career education to include self appraisal, decision making skills, interpersonal skills, exploration skills and values clarification, a K-12 curriculum plan encompassing all departments and disciplines can be developed. Life long coping skills and processes with many transfers of learning opportunities can be emphasized over a static occupational content and self assessment process. There is a content to career education, however, in each process area of self appraisal, interpersonal skills and exploration of potential life roles.

For example, a career education curriculum will have content to teach on such topics as:

... Aptitudes and interests

... Testing

... Decision making strategies

... Occupational research

... Alternative futures

... Group dynamics

... Employability skills

... Alternative life styles

Many of the curriculum activities in career education will emphasize competency assessment, use of community resources and personalizing the meaning of learning activities.

In summary, a career education curriculum will change both what is taught and how it is taught.

Student Learning Objectives

The framework of student learning objectives needs is built upon the basis of the changing occupational and social structure and the research on learning and human development.

In order to provide a conceptual framework for career development learning activities which can be infused into all areas of the curriculum, a three-level set of goals and objectives is provided. The model of career education elaborated has five basic goals centered around self-appraisal, decision-making, life-style and vocational exploration, interpersonal competence, and clarification of school and work values. Elaborating each of the five basic goals are five or six performance objectives. At the third

level of specificity there are two or three behavioral objectives subsumed under each performance objective.

Factors that must be considered in writing grade level objectives include:

... Reading comprehension

... Experience content

... Concepts of time

... Ability to think abstractly

The breadth and depth of the experiences of a particular student age group are important in terms of information, motivation and understanding. For example, third graders may not be interested in dating situations as content for decision making. Occupational choice questions may be remote for young, immature students. Urban situations may be remote from many rural students and vice versa. Time perspectives and projections are more difficult for the younger student, as is abstract thinking.

AN EXAMPLE FRAMEWORK: STUDENT OUTCOME OBJECTIVES

I. To implement a positive self-concept with awareness of personal characteristics as they relate to career roles.

A. Analyzes strengths in terms of skills, developed abilities, interests and potential for growth.

1. The student can relate strengths and personal resources to preferred life style.

2. The student can project and support a plan for personal development through educational-vocational planning.

B. Analyzes personal values in terms of tentative career plans and projected life style.

1. The student can identify the values inherent in tentative life style plans.

2. The student can prioritize values in relationship to tentative life style.

3. The student demonstrates skill in resolving value conflicts between personal values and the environmental press of projected career-life style planning.

C. Analyzes the social roles and life style implications of tentative career plans.

1. The student can describe the social behavior expectations of preferred occupation(s) and relate this to his self-concept.

2. The student can describe the range of personal freedom to implement self-concept in a variety of occupation(s).

D. Describes the potential sources of satisfaction and self-expression in the preferred occupation(s).

1. The student can relate psychological needs to tentative life career plans.

2. The student can project satisfaction of economic needs through tentative career plans.

3. The student describes ways in which interests and talents can be expressed through tentative career plan(s) and life style(s).

E. Analyzes personal values and needs for achievement in terms of career aspirations.

1. The student describes in a positive way success needs and actively copes with fears of failure.

2. The student compares success aspirations with workers in the various occupation(s).

F. Demonstrates personal contributions to society.

1. The student participates in work experiences such as entry level jobs and describes contributions through work.

2. The student participates in family, school, and community activities and describes contributions.

II. To apply decision-making skills to personal life planning.

A. Analyzes tentative life style plans with a decision-making model.

1. The student describes aspirations, alternative courses of action and the field forces affecting goal attainment.

2. The student formulates sequential short- and long-range tentative plans with identification of decision strategies used.

B. Realistically predicts the probable consequences of tentative personal plans.

1. The student describes the outcomes of tentative career decisions in terms of personal goals and affects upon significant others.

2. The student can describe the odds of success and failure of personal plans from a personal viewpoint.

3. The student modifies tentative personal plans in the light of new information and chance factors.

C. Exhibits responsibility for the consequences of educational-vocational decisions and personal goal striving.

1. The student accurately attributes to oneself the elements of status for which one is personally responsible.

2. The student takes the required action to implement personal plans on a reality test basis.

D. Demonstrates coordinated decision-making in various life spheres and periods of time.

1. The student relates educational, occupational, family life, and recreational decisions into an integrated tentative life style.

2. The student projects into the future the consequences of decisions made now.

E. Exhibits planful use of resources in achieving personal aspirations.

1. The student's use of time and energies is congruent with stated goals.

2. The student budgets resources over long periods of time.

F. Utilizes the major informational resources needed in personal decision-making.

1. The student examines critically the advice given by significant others.

2. The student utilizes appropriate criteria for evaluating information.

III. To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work related settings.

A. Describes the necessary preparation for a variety of occupation(s).

1. The student describes the educational and training requirements for personal career goals.

2. The student identifies the sources of financial assistance for any necessary education or experience.

3. The student describes the various job ladder progressions of several occupations.

B. Utilizes technical and nontechnical resources for gathering information about occupations.

1. The student critically evaluates and uses occupational information from school and mass media sources.

2. The student critically evaluates and uses occupational information from the community.

3. The student critically analyzes work related experiences.

C. Studies in detail the worker satisfactions and dissatisfactions in various career fields.

1. The student analyzes the sources of potential frustrations, satisfactions, dissatisfactions in the various career fields.

2. The student describes the financial compensation at various steps of the career ladder of a variety of occupation(s).

3. The student analyzes the ethical questions which confront workers and projects personal solutions.

D. Identifies the sources of power in various task situations and describes their potential personal effects.

1. The student describes the formal and informal power structures in various organization and career fields.

2. The student describes the potential effects of various leadership styles and organizational decision-making in task situation(s).

3. The student describes the potential personal implications of worker organizations such as unions and professional associations.

E. Makes personal career plans which take into account social, economic, and technological changes.

1. The student describes the possible effects of social, economic, and technological changes upon preferred occupational role(s).

2. The student identifies the common elements in occupation(s) which may transfer to other fields.

F. Experiences aspects of an entry level position in the school setting or in the community.

1. The student prepares for consideration by an employer when choosing from several job applicants.

2. The student applies job seeking skills, including application and interview procedures.

3. The student analyzes the compensations and promotional possibilities in entry job experience.

IV. To develop and apply the interpersonal competency skills required in preferred career and life style plans.

A. Identifies interpersonal characteristics necessary for various occupational role(s).

1. The student describes personal career potential in terms of interpersonal skills.

2. The student describes personal areas for growth in terms of interpersonal skills needed for career life style and develops an action plan.

B. Copes with the power exercised by others in work and work-related situations in ways which are self-rewarding.

1. The student correctly assesses formal and informal power structures in educational and work settings.

2. The student maintains a personal integrity in the face of different and sometimes conflicting expectations of others.

3. The student uses constructive problem-solving skills in conflict situations.

C. Exhibits interdependence and cooperation in task situations.

1. The student exhibits an awareness of the needs of others in task situations.

2. The student shares in the success of group goal attainment.

D. Displays knowledge and skill in applied group dynamics and work organization.

1. The student analyzes the structures and processes involved in productive group efforts.

2. The student is a contributing member of a work group or related organization.

E. Demonstrates effective use of interpersonal communication in work and work related situations.

1. The student clarifies and evaluates the messages and instructions of others.

2. The student communicates messages and instructions to others in a helpful manner.

3. The student receives and gives feedback and suggestions.

V. To clarify the meanings and values of work, including its personal, as well as its social contributions and implications.

A. Describes ways in which careers allow movement between work, play, and creative leisure.

1. The student identifies ways in which career(s) affect personal growth and independence.

2. The student explains how work experiences and leisure activities can relate.

B. Describes work as a major means of changing one's personal environment, as well as society in general.

1. The student describes how he can work for personal and social changes within a variety of occupation(s).

2. The student describes social problems of today which future workers might help alleviate.

C. Understand the important and changing contributions of women and minority groups to society.

1. The student describes the effects on men and women of the breaking down of the traditional sex roles.

2. The student describes the effects of minority group discrimination.

D. Debates the ethic of individual success versus the ethic of collective striving for social well-being.

1. The student relates career aspirations to personal, as well as social, well-being.

2. The student identifies potential conflicts between personal and social well-being and possible compromises.

3. The student describes the interdependence of all workers in contributing to the well-being of society.

E. Identifies the changing meanings of work over time and across cultures.

1. The student can describe pre-industrial and industrial work ethics.

2. The student can begin to develop a personal work ethic based upon an increasingly service-oriented society.

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Learning objectives to be useful for teachers in curriculum activities need to be as concrete and free of jargon as possible. The preceeding example of student learning objectives is not easy to read or use and requires simplifying. The following example is one attempt to devise easily readable objectives for a junior high curriculum plan:

CAREER MATURITY:
AN OPERATIONAL DEFINITION FOR A JUNIOR HIGH CURRICULUM PLAN

I. Overall Goal - Positive Self Concept

Objectives:

1. What do I do best? What would I like to do better?
2. What are my interests?
3. What are my needs?
4. What is important to me?
5. How do people change over a lifetime?
6. In what ways are people alike? In what ways are they different?
7. How can I think positively about myself?
8. How can I make use of what I've learned about myself and others?

II. Overall Goal - Decision Making

Objectives:

1. How do I make decisions?
2. What are the consequences of my decisions?
3. How can I accept the consequences of my decisions?
4. What and who influence my decisions?
5. How do I set goals?
6. Can I set goals for now and goals for the future?
7. Do I act on my goals?
8. Do I know how to act instead of worry about changes in my life?
9. Can I make predictions for my future?
10. How do decisions about work, play, family and friends affect each other?
11. How do my decisions change as I get older?
12. How do my ideas about the future influence my decisions?
13. How can I make use of what I've learned about decision making?

III. Overall Goal - Awareness of Life Style Options

Objectives:

1. What makes up one's style of life?
2. How do work, family, friends and play fit together?
3. What are varieties of life styles?
4. What are possible "turn ons" and "turn offs" for me in career and work?
5. How do I finance my style of life?
6. How do I get a job?

7. What should I study about occupations and why?
8. What should I know about career stereotypes:
9. What do careers require of me?
10. What are career patterns?
11. How are career patterns and jobs changing?
12. What do social changes and occupational changes mean to me?
13. How can I make use of what I've learned about life style options?

IV. Overall Goal - Interpersonal Skills

Objectives:

Communication

1. What does listening mean?
2. How can I express ideas and feelings?
3. How can my ideas and feelings be expressed with kindness and sincerity?
4. How can I give and accept helpful suggestions?
5. How can I give and receive compliments?
6. How can I make use of what I've learned about communicating with others?

Group Dynamics

1. What are ways that groups make decisions?
2. What are ways that people act in groups?
3. What are ways to tell what's happening in a group?
4. How can I make use of what I've learned to be more effective as a group member?

Cooperation

1. When working with others, how can we find a common goal?
2. How can we find enjoyment working on a common goal?
3. Are we cooperating or competing?
4. What are the advantages and disadvantages of cooperating and competing?
5. Can I want to do better without competing with others?
6. Can I be a helper and also be helped by others?
7. How can I make use of what I've learned about cooperating with others?

V. Overall Goal - Work Meanings and Values

Objectives:

1. What can I expect from my career?
2. Why are some people unhappy with their career pattern?
3. Why is work necessary?
4. How have meanings of career and work changed?
5. What do career changes mean to me?
6. What do the changing roles of women mean to me?
7. What do the changing roles of minorities mean to me?
8. Will I expect the same from my career as my grandparents did?
9. Why do people work?
10. How can I make use of what I've learned about the meanings and values of work?

Developed by: Linda Carlson, Judy Larson, Arland Benson

SCOPE AND SEQUENCE PLANNING

The following is an example of a K-12 instructional scope and sequence:

Working Draft of a Scope and Sequence Model for Career Education in Minnesota

Overview

The following suggested scope and sequence for career education in Minnesota represents an integration of several sources: the University of Minnesota's Career Development Curriculum, the Comprehensive Career Education Model as reflected in the Arizona Matrix and the Minnesota practitioner experiences were the three primary resource areas used.

An attempt was made to incorporate all of the student learning goals of the Minnesota Short Range Plan for Career Education. It should be pointed out that the suggested scope and sequence is to be viewed as an open-ended, on-going process and content model. Grade level emphasis requires knowledge of local school needs, resources and student development.

It is recommended that the scope and sequence working draft be reviewed by educators, business and community representatives and students. It is also recommended that specific examples of teaching objectives and learning activities be incorporated into the model.

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GOAL I: To Develop Self Appraisal Skills

Self appraisal includes the on-going assessment of interests, abilities, skills, values, goals and needs. Self appraisal and self identity is viewed as a life long process. Such roles as student, family member, paid worker and non-paid worker form the content of self identity.

Skills: Self Appraisal K - 3 Career Awareness

The student will be able to:

1. Describe self in terms of similarities and differences from peers.
2. Describe self and the kind of person one wishes to become in light of observations of adult models.
3. Describe how health can affect or be affected by work performance.
4. Identify one's likes and dislikes.
5. Identify feelings and how they affect behavior.
6. Identify things they do that make them feel good about themselves.
7. Describe their own role in family and school.

4 - 5 - 6 Decision-Making

The student will be able to:

1. Describe self in terms of current interests, abilities, values and goals.
2. Describe how skills and interests of a person relate to a job.
3. Describe how he/she and others perceive personal strengths and weaknesses.
4. Identify career goals that reflect an individual's personal needs, interests, skills and abilities.
5. Demonstrate constructive ways of dealing with feeling.

7 - 8 - 9

The student will be able to:

1. Identify personal qualities which make one a unique individual.
2. Relate developed aptitudes and abilities to broad occupational areas.
3. Describe personal values as they relate to potential career roles.
4. Identify personal needs which one should consider in planning a career.
5. Describe personal interests as they relate to potential career roles.
6. Understand how people grow and develop.

10 - 11 - 12

The student will be able to:

1. Describe developed abilities, aptitudes and other personal resources in relation to the requirements for preferred occupations.
2. Describe one's own current lifestyle needs and priorities.
3. Show awareness of ways one can contribute to society.
4. Show awareness of adult life role changes.
5. Demonstrate a contribution to others.

GOAL II: To Develop Interpersonal Skills

Interpersonal skills cover the three basic components of interpersonal communication, group dynamics and cooperation. Interpersonal communication includes the skills of listening, expressing ideas and feelings and the

oral, written, media and non-verbal channels. Group dynamics includes group decision making, process evaluation and goal setting. Cooperation includes sharing common goals and the comparison of cooperative and competitive strategies.

K - 3

The student will be able to:

1. Develop the use of cooperation skills.
2. Develop the use of listening skills.
3. Develop a respect for ability to get along with others.
4. Identify how the work of others benefits one's well-being.
5. Demonstrate beginning interviewing skills.

4 - 6

The student will be able to:

1. Demonstrate skill in interpersonal communication.
2. Display an awareness and competency in group skills.
3. Elicit and consider suggestions and evaluations regarding a given work performance.
4. Develop an understanding of why and how people work together.
5. Demonstrate knowledge of the fact that the success or failure of the work group is a shared responsibility.
6. Demonstrate that completion of a group task depends on cooperation as well as individual proficiency.

7 - 8 - 9

The student will be able to:

1. Recognize the needs and interests of others.
2. Take a shared responsibility for success or failure of the work group.
3. Demonstrate group participation skills.
4. Cope with authority in work situations in ways which lead to effective achievement.
5. Show awareness of the influence of the expectations of peers upon behavior.

10 - 11 - 12

The student will be able to:

1. Demonstrate sensitivity to the needs of co-workers and supervisors and describe how he/she is important to the satisfaction of these needs.
2. Identify the sources of power and authority in task situations and describe their effect on the worker.
3. Demonstrate an ability to cope with varying expectations and maintain personal integrity.
4. Describe and evaluate the effects of competition and cooperation.
5. Demonstrate skills in conflict resolution.

GOAL III: To Develop Decision Making Skills

Decision making includes goal setting, information seeking skills, generation of alternatives, analysis of consequences, prediction of difficulty, awareness of risk taking and assigning personal responsibility.

K - 3

The student will be able to:

1. Understand that decisions affect self and others.
2. Understand that choices may change.
3. Understand that decisions have consequences.
4. Understand the need and frequency of making decisions or choices.
5. Understand that decisions have alternatives.

4 - 6

The student will be able to:

1. Budget leisure time, work and home time in ways that achieve individual goals.
2. Identify and use a decision making process.
3. Understand how interest areas influence making decisions.
4. Understand how some decisions are more important than others.
5. Understand how decisions they make today may affect their future.

7 - 8 - 9

The student will be able to:

1. Project decisions one will face in the future and describe action strategies.
2. Demonstrate an awareness of the need to plan for the future.
3. Describe factors beyond one's control which affect career opportunities.
4. Critically use information and advice in career planning.
5. Predict and give supporting evidence for the likelihood of achieving one's career goals.
6. Describe how the management of personal resources (talents, time, money) affects the achievement of life goals.
7. Describe how outside influences affect one's decisions.

10 - 11 - 12

The student will be able to:

1. Project a career plan with built-in alternatives that will enable one to pursue a career role which will fulfill personal needs and values.
2. Describe the ways in which one's occupational choice may affect future lifestyle.
3. Show awareness of risk and benefits in strategies of decision making.
4. Accept responsibility for making career role choices.
5. Show awareness of how images of the future affect present career planning.

GOAL IV: To Explore Career-Lifestyle Options

The skills of career role investigation become increasingly more complex as tentative career planning starts. How to evaluate influences and information in terms of career planning is a life long set of skills.

K - 3

The student will be able to:

1. Describe the work of important persons in one's life.
2. Demonstrate knowledge about occupations, skills and career-lifestyle alternatives of home, school and community members.
3. Identify social and work roles which are new to the student.
4. Identify requirements of different occupations.
5. Develop non-stereotyped sex and work role concepts through role models, work and play experiences and instructional materials.
6. Describe the characteristics of work and play.
7. Describe how the role of a student is like an adult worker.

4 - 6th Grade Dist. 16 Needs

The student will be able to:

1. Identify that career choice influences lifestyles and vice versa.
2. Explore a range of career roles and identify possible satisfactions and dissatisfactions with these roles.
3. Identify and use career related materials to gather information about occupations
4. Identify requirements of a given work situation.
5. Demonstrate knowledge that work roles are affected by cultural and technological change.

7 - 8 - 9

CAREER AWARENESS

The student will be able to:

1. Identify and utilize appropriate criteria for evaluating career information.
2. Increase knowledge of occupations and alternative career roles.
3. Identify the requirements for entry and success in various career roles of paid and non-paid work.
4. Identify school and community organizations to which one can contribute.

10 - 11 - 12

The student will be able to:

1. Identify available social, political and service organizations to which one can contribute.
2. Identify leisure opportunities related to career plans.
3. Make career plans which take into account the fact that social, economic and technological changes may create the need for transferable skills.
4. Describe the social roles and social demands often expected for successful performance in preferred career roles.
5. Describe the quality of education, training or experience necessary in preparation for a preferred career role.

GOAL V: To Acquire the Skills Necessary To Carry Out a Career Plan Upon School Exit

K - 3

The student will be able to:

1. Identify manipulative abilities (psychomotor abilities) that are used in work.
2. Develop the ability to follow a task through from start to finish.
3. Define work as a purposeful activity and demonstrate that one is a responsible worker.
4. Develop pride in a task well done.

4 - 6

The student will be able to:

1. Demonstrate the ability to organize in order to accomplish a variety of tasks.
2. Demonstrate effective work habits by utilizing communications skills when giving or evaluating instructions.

7 - 8 - 9

*

The student will be able to:

1. Cope with authority exercised by others in ways which lead to realization of personal goals.
2. Use basic communication skills in work related activities.
3. Implement planning and process skills such as the ability to identify objectives, specify resources, outline steps of action, perform the steps, and evaluate the action.
4. Identify tools required for tasks in business, industry, and commerce.
5. Identify the interpersonal relationships involved in various career roles.

10 - 11 - 12

The student will be able to:

1. Experience aspects of a post high school career role.
2. Demonstrate career role seeking skills; i.e., job, education or volunteer experience application.
3. Understand the implications of working in independent, team, and supervised situations related to one's career field.
4. Relate one's interest and aptitude information to occupations of choice.
5. Understand basic work habits and attitudes necessary for entering occupations of one's interest.

GOAL VI: To Clarify School and Work Meanings and Values

Clarifying the values of school and paid and non-paid career roles in one's own life is the goal. No effort is made to impose a particular school and work value system, but instead the students are helped to integrate their own values and to act congruently in their career planning.

K - 3

The student will be able to:

1. Describe the contribution of different workers to the community.
2. Describe how a person's present and future welfare is dependent upon the well-being of all people in the community.
3. Describe the expanding career roles of men and women.
4. Develop understanding of the relationship of skills learned in school to those which may be used in future career roles.

4 - 6

The student will be able to:

1. Describe the contribution of a wide range of various occupations to the well-being of society.
2. Describe how one can contribute to society now.
3. Describe how the career roles of men and women interact with family life.
4. Describe how work can be a principle activity for coping with and changing one's own environment.
5. Describe how paid and non-paid work can provide personal satisfaction.

7 - 8 - 9

The student will be able to:

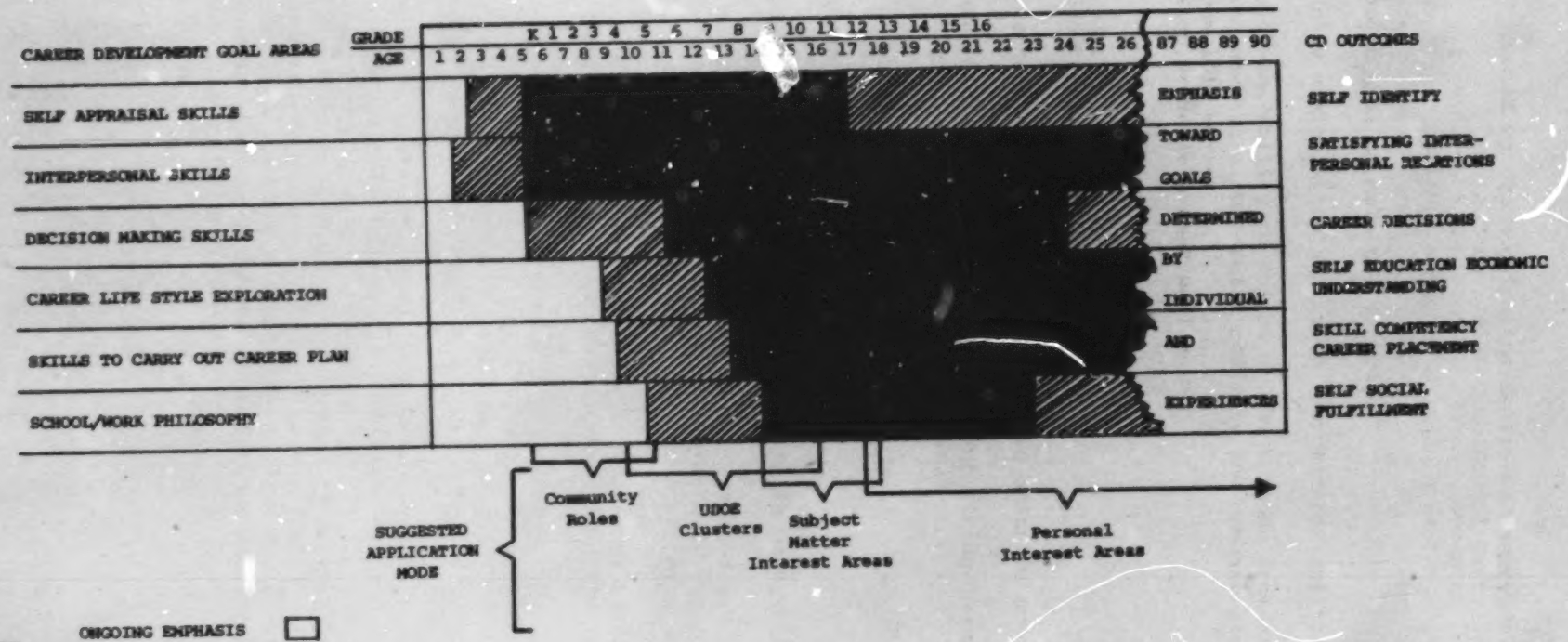
1. Describe how school and paid and non-paid work can help with and change one's own environment.
2. Describe how paid and non-paid work can help to overcome social problems.
3. Explain how learning in school, paid and non-paid work and leisure activities relate.
4. Describe ways in which one can express self through paid and non-paid work.
5. Describe how the paid and non-paid work contributions of men and women are socially significant.

10 - 11 - 12

The student will be able to:

1. Describe the interdependency of all workers in contributing to the well-being of society.
2. Identify the changing meanings of work over time and between cultures.
3. Evaluate the changing attitudes toward the roles of men and women held by oneself and society.
4. Show awareness of the issues of worker alienation and efforts to redesign jobs for greater satisfaction.
5. Clarify the value one places on personal endeavor and achievement.

SUMMARY CHART: DRAFT OF A SCOPE AND SEQUENCE MODEL



The Roseville Curriculum Plan as an Example

The following chart shows the relationship of Roseville secondary curriculum lessons, the career education student learning objectives and the related district goals.

The elementary goals are the same as for the secondary; but the curriculum content is primarily infusion activities.

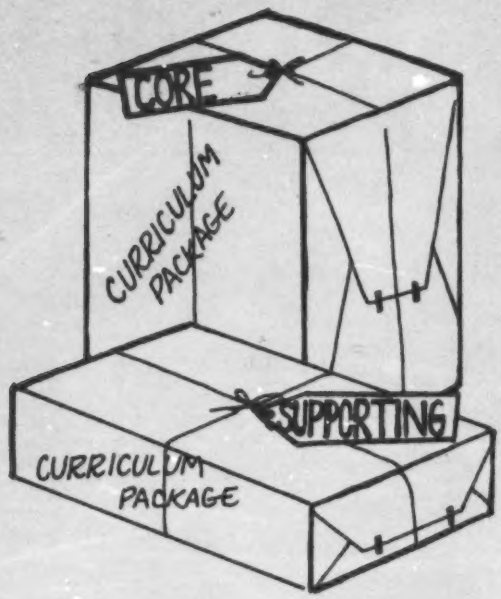
Table 19-A

THE RELATIONSHIP BETWEEN CAREER EDUCATION GOALS, DISTRICT GOALS AND CURRICULUM DEVELOPMENT IN CAREER EDUCATION 7-12

CAREER EDUCATION GOALS:	SELF AWARENESS	SCHOOL AND WORK MEANINGS AND VALUES	DECISION MAKING	CAREER LIFE STYLE EXPLORATION	INTERPERSONAL SKILLS	OCCUPATIONAL ENTRY SKILLS
DISTRICT GOALS	Develop interests which will lead to wise and enjoyable use of leisure time Develop a sense of self-respect	Enjoy learning Develop a willingness and desire to learn	Learn how to find, examine, evaluate and use information for making decisions Prepare for choosing a career	Prepare for choosing a career	Be sensitive and responsive to the needs and values of others	Prepare for choosing a career
CURRICULUM DEVELOPMENT IN CAREER ED GRADE 7	English - Who Am I? Home Ec - Personal Development	Social Studies - The Changing Family	English - Decision Making	Health Careers Ind. Arts Units English - Parent Worker Visit English - Clusters	English - Friendship Unit	Home Ec. - Career Orientation Industrial Educ. - Career Orientation
GRADE 8	English - Values Unit Teacher-Advisor Handbook	Reading Units Art Units English - What Are My Values	Art Units English - Significant Others Teacher-Advisor Handbook	Ind. Arts Units Home Ec Units Teacher-Advisor Handbook	English - Group Dynamics Teacher-Advisor Handbook	Manufacturing Transportation Construction Communication Consumer Homemaking
GRADE 9	Teacher-Advisor Handbook	Math Units Social Studies - Vocations Social Studies - Futures Studies	English - What Would Happen If? Social Studies - Life Career Game Teacher-Advisor Handbook	Social Studies - Vocations Home Ec. Units Ind. Arts Units Science Units Math Units	Teacher-Advisor Handbook	Manufacturing Transportation Construction Communication Consumer Homemaking Work Experience/Career Exploration Progra
GRADE 10				Ind. Arts Units		Work Experience Program for the Disadvantaged. Work Experience Program for the Handicapped. Exploratory/Preparatory Vocational Courses: Manufacturing Construction Transportation Business Communication Hospitality & Recrea Consumer Homemaking
GRADE 11	Social Studies - Career Development Class Guidance Class	English - Writing Western Hero Art Units Foreign Language Units	English - Interaction Focus English - Who Am I? What Will I Be?	English - TV Production Western Hero Foreign Language Units Ind. Arts Units Guidance Class	English - Interaction Oral Communication Guidance Class	Work Experience Program for the Disadvantaged. Work Experience Program for the Handicapped. Exploratory/Preparatory Vocational Courses: Manufacturing Construction Transportation Business Communication Hospitality & Recrea Consumer Homemaking
GRADE 12	English - Adult World Social Studies - Career Development Class Guidance Class	Art Units Social Studies - The Good Life Foreign Language Units English - Western Hero	English - Interaction	Home Ec. - Occupational Foods Ind. Arts Units Foreign Language Units Guidance Class	English - Interaction Oral Communication Guidance Class	Cooperative Educ. Program Office, Trades, Distributive Education Occupational Foods. 41 Voc. Center Preparatory Programs offered by 91 Intermediate District.

Scope and Sequence Planning

The long range Roseville curriculum plan is to have all teachers and departments emphasizing the personal meaning of their subject area to the student and how it affects the student's lifestyle as well as potential career roles including paid and non-paid work. In addition, specific content in the career education goal areas of self appraisal, inter-personal skills, exploration and decision making are emphasized where they seem to fit the best. For example much of self appraisal is taught in English, home economics and health. Much of labor market and alternative futures is taught in all subjects but different teaching modes and activities are emphasized in different subjects to minimize activity repetition for the student. Repetition of instructional goals has yet to be a problem; but repetition of activities across disciplines and grade levels is a problem!



Some departments carry out more concentrated, in-depth teaching of specific career education objectives. The concepts of core and supporting roles for curriculum lessons in career education has been found useful. For example, if a social studies career planning unit concentrates for several days on teaching decision making and career investigation skills, we would consider the unit core curriculum for those two objectives and expect measurable change on content referenced assessment instruments.

If a four-day art unit included a one-day activity on decision making we would term the unit supporting curriculum for decision making and not likely to demonstrate measurable change by itself.

Examples of curriculum packages include an English senior high elective quarter course called "Western Hero," which compares the lifestyles portrayed in Western film and literature with lifestyles of today, and alternative implications for the future. The "Good Life" unit is a recently refined social studies unit focusing on issues of worker alienation. The curriculum package "On the Road to Find Out" is a senior high quarter course which requires role playing occupational and lifestyle roles using a foreign language.

The format of each curriculum package is uniquely designed to meet the needs of teachers in the department or grade level. However, every curriculum package does contain:

1. Student Learning Objectives

2. Teacher Instructions

3. Complete Student Learning Activities

4. Evaluation Instruments for Student Learning

5. Student and Teacher Reactions to the Activities

Of the thirty Roseville curriculum packages ten are nine-week infusion courses; nine are year-long infusion plans; two are year-long courses; and the remining nine packages are units of seven to 15 days.

In addition, the occupational education programs include an extensive career orientation and exploration program for students in grades seven through nine. These career programs include orientation and exploration in the areas of communications, construction, manufacturing, consumer homemaking as well as community-based career exploration program which allow students to leave the school setting and explore occupational opportunities in the business community. Upon leaving the ninth grade, students have additional opportunities for exploration and occupational preparation at the high school level, grades 10 - 12.

The following is a listing of the curriculum packages developed in the Roseville program:

CURRICULUM MATERIALS
PRODUCED BY THE ROSEVILLE AREA SCHOOLS

SENIOR HIGH SCHOOL MATERIALS:

ENGLISH QUARTER COURSES:

INTERACTION	- A course on the decision-making process and group dynamics
TV PRODUCTION WORKSHOP*	- Simulation of a TV production company utilizing community resources. The package includes a STUDENT HANDBOOK FOR TV PRODUCTION
ORAL COMMUNICATION	- A beginning speech class arranged around career development goals
WRITING	- Practice in writing, utilizing career related activities
ADULT WORLD COMMUNICATION	- Student initiated procedures for a community volunteer experience
WESTERN HERO	- Examination of the implications of life-style and cultural change

WHO ARE YOU - WHAT WILL YOU BE (Alternative School English) - English course with a career development focus, including a "Shadowing" experience

SOCIAL STUDIES:

THE GOOD LIFE* - A 12-day unit looking at worker expectations

CAREER MATURITY ACTIVITIES* - A package of 14 career development activities focusing on student assessment

HOME ECONOMICS:

CAREER RELATED HOME ECONOMICS UNIT - A quarter course focused upon decision-making and career exploration in the area of food services

ART:

CAREER EDUCATION IN ART* - 15 activities covering self-awareness, decision-making, career and lifestyle implications

FOREIGN LANGUAGE:

ON THE ROAD TO FIND OUT* - A quarter course of role playing situations involving Foreign Language. (Student worksheets are in French, but course is applicable to other languages)

INDUSTRIAL EDUCATION:

STUDENT HANDBOOK - A handbook introducing the Guidance Information Systems (G.I.S.)

JUNIOR HIGH SCHOOL MATERIALS:

LANGUAGE ARTS:

CAREER RELATED UNITS - 15 mini-units (five per grade) on self-awareness, decision-making, career awareness and inter-personal skills (In process of being reprinted by MIMC)

SCIENCE

CAREER RELATED UNITS - Real life career oriented simulations of occupations

SOCIAL STUDIES:

THE CHANGING FAMILY - A unit on the implications of family occupational roles

OCCUPATIONS AND FUTURES* - 9th graders investigate careers and consider career implications in the fast changing world of the future

GENERAL MATHEMATICS:

CAREER RELATED MATH UNITS - Units with student activity sheets using sales and construction and truck driving occupations

INDUSTRIAL EDUCATION:

CAREER EDUCATION UNITS* - An exploring careers approach to industrial education. Includes 17 illustrations for transparencies and numerous student activity sheets

HOME ECONOMICS:

(8th and 9th Grades)

LUNCH TIME - FROM SOUP TO NUTS

WHAT'S FOR DINNER

COMPANY IS COMING

A NOTION TO SEW

SEWING SHOP

SEAMINGLY ENDLESS POSSIBILITIES

A PLACE OF MY OWN TO DO MY OWN THING

TEEN TIMES

(7th Grade)

HOME LIFE SKILLS* - Includes food, nutrition, sewing, appearance, child care and personal development

READING:

CAREER RELATED READING UNIT	- A student learning packet applies reading skills to Armed Services careers

ART:

CAREER EDUCATION IN ART*	- Activities in Art designed around goals to increase self-awareness, decision-making skills, inter-personal skills and opportunity for career and life-style exploration

ELEMENTARY MATERIALS:

AN ELEMENTARY GUIDE IN CAREER DEVELOPMENT K-2

AN ELEMENTARY GUIDE IN CAREER DEVELOPMENT 3-4

AN ELEMENTARY GUIDE IN CAREER DEVELOPMENT 5-6

MISCELLANEOUS MATERIALS:

CAREER MATURITY ACTIVITIES	- A comprehensive teacher-advisor manual, complete with student activities at the junior high level
SCHOOL-COMMUNITY EXCHANGE/ INTERNSHIP PROGRAM	- A user's manual of implementation materials for those wanting to create a program for career role exchanges for school staff and community people
SCHOOL-COMMUNITY RESOURCE DIRECTORY	- A user's manual with description of and implementation materials for establishing a workable file of community resources

ALL MATERIALS AVAILABLE THROUGH:

Minnesota Instructional Materials Center
2554 White Bear Avenue
White Bear Lake, Minnesota 55110

Tel: (612) 770-3943

FOR MORE INFORMATION CONTACT:

Roseville Career Education Dissemination Project
Old Little Canada School
433 East Little Canada Road
St. Paul, Minnesota 55117

Tel: (612) 483-3234

*Available through the Minnesota Department of Education, Pupil Personnel Services Section, Capitol Square Building, 550 Cedar Street, St. Paul, Minn. 55101. Contact Reynold Erickson or Dr. Phyllis Paul, (612) 296-4080.

Summary of Implementation of Roseville Curriculum Plan

Department	Grade Level	No. of Class Lessons	No. of Teachers	No. of Students Involved	Developmental Stage
English	7-8-9	50	8	800	Disseminating
	7-8-9	50	6	600	Disseminating
	9	30	2	30	Field Testing
	11-12	200	8	300	Disseminating
Science	9	100	9	1,000	Disseminating
Art	7-8	75	5	90	Disseminating
	10-12	25	2	90	Disseminating
Foreign Language	11-12	45	3	60	Disseminating
Home Economics	7-8-9	100	9	2,000	Disseminating
	11-12	60	2	50	Disseminating
Social Studies	7	10	2	100	Field Testing
	9	40	8	1,000	Disseminating
	12	15	5	400	Disseminating
Mathematics	9	30	4	60	Field Testing
Reading	7-8	10	3	50	Field Testing
Industrial Arts	7-12	50	4	120	Disseminating
Guidance Class	11-12	60	5	30	Disseminating
10 Departments	Totals	950	85		

A chart used for recording curriculum development is found in Appendix A-1.

INCENTIVES FOR STAFF INVOLVEMENT

There needs to be a variety of incentives provided to increase teacher awareness and motivation as well as to develop skills in developing and using curriculum materials. Incentives might include:

... Paid writing time

... Released time

... Salary credit workshops

... Recertification workshops

... More effective teaching

Teachers as Curriculum Developers

Career education has been more of a teacher initiated movement than most, if not all other, curriculum reforms.

Not all teachers have the interest, motivation or skills to develop curriculum, but some teachers do an excellent job. The art is to encourage those teachers who can develop curriculum. It is also necessary to provide the teacher developers with a variety of commercial and public domain materials for maximum efficiency. Much of the curriculum development might be local adaptation of such materials. For those teachers who do the primary curriculum development, a combination of usage incentives must be provided. Schools vary greatly in terms of budgets, work schedules and training increments on the salary schedules, however more than one incentive should be provided to encourage curriculum developers. For example some extra paid time and/or released time might be combined with credit workshops on curriculum development. If approximately 20 percent of the teaching staff can be efficiently involved in various aspects of curriculum development, the bulk of the remaining staff can be involved in the field testing and usage phases.

The following memo was used to initiate contracts with interested Roseville curriculum developers:

M E M O R A N D U M

TO: All Staff

RE: Career Education Curriculum Writing

GOALS

A major component of the Career Education Program is to develop and field test curriculum units or daily lessons, which can be infused into the regular curriculum.

The instructional objectives would be selected from the following areas:

1. Self Esteem
2. Decision Making
3. Life Style and Career Exploration
4. Interpersonal Competence
5. Work Meanings and Values

REIMBURSEMENT

Career education will provide three hours of curriculum writing pay for each class period lesson that is developed, field tested and evaluated. There would also be a substitute day for each teacher for each unit of five to ten lessons. A minimum of one hour of staff consultation would be available for each lesson. Materials and staff assistance through the career learning centers would be provided.

CONTRACT CRITERIA

Our criteria for approving curriculum writing contracts with interested teachers will include:

Necessary Criteria:

1. A minimum of ten class period lessons in each contract
2. A minimum of two teachers involved in writing and field testing each lesson
3. One member of the writing team will have some background in career education

Desirable Criteria:

1. Participation of all schools in each curriculum writing area; i.e., all three junior highs involved in writing seventh grade home economics units or ninth grade science
2. All members of the writing team have some background in career education

If you are interested, please fill out the survey for curriculum writing. If you have any questions, call _____.

Date Received _____

Curriculum Writing Survey

Career Education

1. Names _____ Background in Career Education

_____ _____

_____ _____

_____ _____

2. I would be interested in writing curriculum in the following area(s): (Check all that apply)

		Grade Level	Related Ongoing Curriculum
_____	a. Self Esteem	_____	_____
_____	b. Decision Making	_____	_____
_____	c. Life Style and Career Exploration	_____	_____
_____	d. Interpersonal Competence	_____	_____
_____	e. Work Meanings and Values	_____	_____
_____	f. Other _____	_____	_____

3. The approximate number of lessons I (or a team) would be interested in developing and field testing:

_____ 10

_____ 10 - 15

_____ 15 - 20

_____ 20 - 25

_____ 25 - 30

Teachers who responded to the memo and to personal contacts (which were necessary) filled out the following two-page proposal for curriculum writing:

Date Received:_____

Implementation Team:_____

Approved_____ Date_____

Revised _____ Date_____

Rejected_____ Date_____

SUGGESTED FORMAT

FOR

CURRICULUM DEVELOPMENT PROPOSALS

IN CAREER EDUCATION

(Page 1)

Submitted by:_____

_____

_____

Department(s)_____

Grade Level(s)_____

Date:_____

MAJOR INSTRUCTIONAL OBJECTIVES:

1._____ _____

(Examples of Learning Activities) _____

_____ _____

2._____ _____

(Examples of Learning Activities) _____

_____ _____

3._____ _____

(Examples of Learning Activities) _____

_____ _____

4._____ _____

(Examples of Learning Activities) _____

_____ _____

5._____ _____

(Examples of Learning Activities) _____

_____ _____

CURRICULUM DEVELOPMENT IN CAREER EDUCATION
EVALUATION PLAN

(Page 2)

Number of students used in field testing _____

Student Learning Outcomes: Pre-Post Test with a control group Yes___ No___

Other: (Describe) _____

Student Reaction: Questionnaire Yes___ No___

Other _____

Teacher Reaction: Questionnaire Yes___ No___

Other _____

Will the career learning centers be utilized? Yes___ No___

If yes, how? _____

_____

Will the Community Resource Directory be utilized? Yes___ No___

Timeline:	Dates: Starting	Finishing
a. Writing	_____	_____
b. Field Testing	_____	_____
c. Dissemination	_____	_____
d. Other: (Describe)	_____	_____

Number of Class Lessons _____

Budget:

Person: _____ Hours: _____ Materials: _____

Person: _____ Hours: _____ Supplies: _____

Person: _____ Hours: _____ Other: _____

TOTAL BUDGET REQUEST: _____

Teachers as Curriculum Field Testers

Field testing of curriculum has a two-fold purpose. One purpose is to document effectiveness and make revisions. A second purpose is to increase the amount of staff involvement in the curriculum development process. Field testing is a middle level of involvement requiring less time, skill and committment than that of development, but requiring more than just usage. A goal might be to double or triple the number of staff involved in field testing as compared to developing.

Field testing is the systematic teaching of developed curriculum with the gathering of student and teacher reactions and data on student learning. Detailed procedures for field testing are found in Implementation Booklet #3 - Evaluation. Community reaction may also be appropriate to collect. For example the survey of occupational information and employability skills might be particularly validated by business and labor representatives.

Effort is required to orient teachers to the need to carefully implement the curriculum and to note any revisions made while teaching. If pre and post testing is used, careful monitoring is a necessity.

Generally teachers are not used to systematic evaluation procedures and missing or incomplete data and improperly administered assessment instruments are common, so attention to the details must be emphasized. A sample field testing monitoring record is found in Appendix 2. However, if the curriculum materials and assessment instruments appear practical and logical to the teachers, general cooperation can be very good.

Teachers as Curriculum Users

One of the goals of career education is to involve every teacher. The feasability of approaching 100 percent involvement will vary with grade level, departmental and other local considerations. Some of the content and process objectives of career education such as self concept, interpersonal skills and use of community speakers is readily accepted by many elementary teachers. Many secondary teachers see the need for assisting the student in the transition from school to work. Teachers in various departments vary in the use of planned curriculums. For example, home economics teachers might use a common written curriculum but art teachers may not. Math teachers might develop a skills scope and sequence plan which is very different from what English teachers might develop. One needs to be careful not to stereotype teachers and departments, but at the same time one must be aware of local conditions affecting curriculum planning and usage.

In the Roseville curriculum plan, for example, the home economics department uses a yearly infusion plan with 100 percent staff usage. Art uses a suggested short unit and suggested daily infusion activities plan which has approximately a 50 percent staff usage. Junior high English uses a mini-unit approach with approximately a 50 percent staff usage. Senior high English uses a quarter course plan with nearly a 100 percent staff usage in one building. The art and English usage by building varies

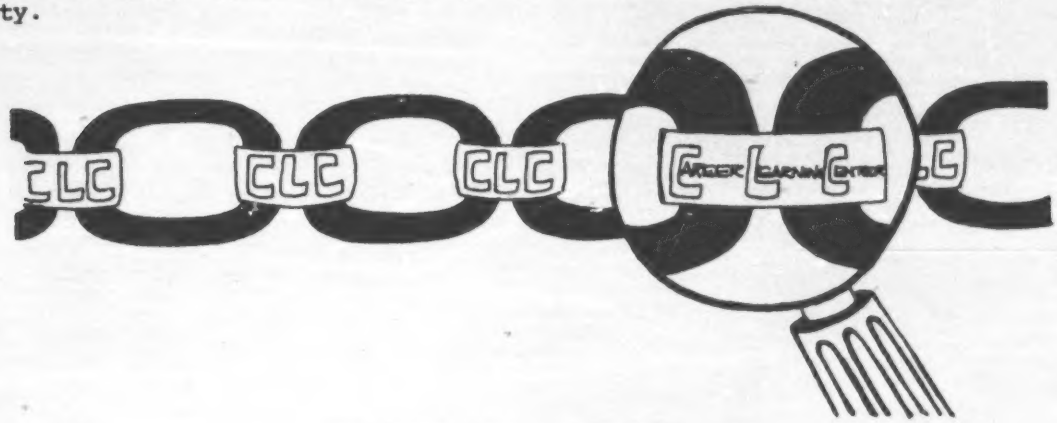
from very small to nearly 100 percent. Building differences might center around the receptivity of the faculty to change, administrative leadership and random factors affecting the establishment of a "beachhead." By beachhead is meant the development of lines of communication, influence in the building power structure and the presence of a few practioner models.

The best conceived curriculum plans will not be fully implemented without constant monitoring, staff motivation programs and revision of materials.

Linking Curriculum to Staff Development, Career Learning Centers and Community Participation

As has been mentioned, a combination of incentives for staff involvement are necessary to bring about widespread curriculum change. Staff inservice programs, workshops and credit courses need to emphasize curriculum awareness and motivation and provide curriculum development activities and assignments.

The career learning centers need to provide samples of curriculum materials and the career learning center staff needs to make itself available to assist in both the development and the field testing of curriculum. Community experiences for the staff such as observations, exchanges and internships should stimulate curriculum activities using the community.



DISSEMINATION ACTIVITIES

Dissemination of curriculum within the school system is one activity and dissimination to other schools is another activity.

Internal dissemination is partly achieved through structured and semi-structured field testing as described previously. In addition, departmental and grade level meetings and other activities will need to be devised to increase usage. Just handing out curriculum materials is of little value by itself without motivational activities and some training.

External dissemination can be a way of providing recognition for the developers.

Sharing and exchanging ideas and materials with other schools is also a growth experience.

Each state education agency has a coordinator of career education who can assist with matters such as the sharing and disseminating of career education materials and strategies.

National dissemination agencies which are sources of materials as well as dissemination channels include:

... The National Center for Career Education, University of Montana, Missoula, Montana

... The ERIC Center, Ohio State University, Columbus, Ohio

... The National Network for Curriculum Coordination, Vocational and Technical Education

REFERENCES

Hoyt, Kenneth B., An Introduction to Career Education, A policy paper of the U.S. Office of Education, U.S. Department of Health, Education and Welfare, Washington D.C., 1975.

Appendix A-1

CURRICULUM DEVELOPMENT AND PLANNING

Subject and Grade Level	Unit Name Description	Goal Areas I - V	New or Revised	Core or Supportive	No.of Class Lessons	No. of Teachers	Total Teacher Hrs	Total Sub Days

Appendix A-2

SUMMARY RECORD OF FIELD TESTING OF CURRICULUM

Subject and Grade Level	Unit Name Description	Goal Areas I - V	Core of Supporting	Month Used	Schools Teachers No. of Students	Number of Class Lessons